

Fox Valley Writing Project Summer Institute

June 13-July 8, 2010

RDG 725 & ELEM ED 725 Teaching of Writing (6credits)

SEC ED 725 Teaching of Writing (6 credits)

Course Description

This course focuses on the study of theory, research, and strategies in the teaching of writing. In it students will develop their understanding of the relationship between theory and practice in writing instruction. They will also study and develop their own skills as teachers, writers, and reflective practitioners. Prerequisite: Instructor Approval.

Course Objectives

Students will:

1. Develop awareness of themselves as writers, readers, and learners through the use of writing and reading processes.
2. Develop an understanding of the research and theory underlying reading and writing as processes.
3. Develop an understanding of the challenges of teaching reading and writing, as well as techniques for addressing these challenges.
4. Develop abilities to participate in and value teacher inquiry.
5. Brainstorm, write, edit, revise, and publish narrative and expository pieces.
6. Develop an understanding of a variety of technology tools.
7. Support one another as teachers, learners, and language users.

Course Texts

Required:

National Writing Project & Nagin, C. (2006). *Because Writing Matters – Improving Student Writing in Our Schools*. Jossey-Bass: San Francisco, CA.

Student Choice Selections:

Daniels, H., & Zemelman, S., & Steineke, N. (2007). *Content Area Writing –Every Teacher's Guide*. Portsmouth, NH: Heinemann.

Dorfman, L., & Cappelli, R. (2007). *Mentor Texts: Teaching Writing Through Children's Literature K-6*. Portland, ME: Stenhouse.

Jukes, I., McCain, T., Crockett, L., Prensky, M. (2010). *Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape*. (The 21st Century Fluency Series). Corwin Press.

Note: Additional professional texts are available and may be checked out from the class library.

Course Requirements

1. **Professional Reading and Discussions.** The purpose of this assignment is to provide opportunities to improve understandings of literacy, how it is taught and learned, and how literacy processes can be used to support learning in all content areas. Preparation for and participation in discussions of the course texts are expected. (WI Teaching Standards 1, 2, 3, 4, 7, 8, 9, 10)

2. Demonstration Lesson. The purpose of this assignment is to give each participant the opportunity to share teaching techniques with their peers that may have applications for teaching and learning in various classroom contexts. Demonstration lessons will be no longer than 45 minutes in length, will include the gradual release of responsibility, and will allow opportunity for self-reflection and peer feedback. Presenters will post all necessary paper that accompanies the demo to the Wiki prior to the demonstration lesson being taught. (My Thinking as Teacher, handouts, lesson plans, etc.) (WI Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

3. Written Peer Response to Others' Demonstration Lessons. The purpose of this task is to give each participant the opportunity to think more deeply about teaching and learning. Small groups will need to work effectively and efficiently to discuss what was learned from the lessons, and then create a letter to the presenter sharing the sentiments of the discussion. These discussions and responses will inform understandings about how teaching and learning work in individual classrooms. (WI Teaching Standards 3, 4, 5, 6, 7, 9, 10)

4. Personal Writing. The purpose of this assignment is to give students the opportunity to experience writing as a process, in a way that will help to inform thinking about the teaching of writing in their teaching settings. Numerous opportunities will be given in class for draft writing, peer response, editing, revising, and sharing. By the end of the Summer Institute, each participant will submit at least one piece of writing for publication in our class anthology. These books will be created and distributed to all participants at the fall reunion. (WI Teaching Standards 1, 3, 6, 10)

5. Daily Participation. The Summer Institute provides all participants the opportunity for professional conversations and professional support in a community of learners. These conversations and support are only possible when each student participates in daily activities including the writing warm-up, writing response groups, workshop, E-Anthology, demonstration lessons, and professional book discussions. Regular participation is rewarding and sometimes challenging as students grow in their understandings of themselves, their writing, and their teaching. (WI Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

6. Inquiry and/or Teaching Improvement Project. The purpose of this assignment is to give each participant the opportunity to apply their Summer Institute learning in their own classroom settings. Plans for these projects will be developed by the end of the Summer Institute and the final teaching applications will be shared at our fall reunion in October. (WI Teaching Standards 1, 3, 4, 6, 7, 8, 9, 10)

Evaluation

Because participation in the Summer Institute is determined only by application and invitation, students in this class have the professionalism and pre-dispositions necessary for making the most of this learning experience. Grades will be assigned holistically and based on the premise that each person is doing his/her best on all the requirements listed above. Instructors will be available for conferences throughout the Institute in order to provide feedback and to address any questions participants may have about evaluation (and grading) of their work. Although grades will be assigned at the end of the summer session, these may be changed if the Inquiry/Teaching Improvement Project is not completed.